**Blogging Assignment: Chemical Reactions out there in the REAL world**

**Unit: Chemical Reactions**

**Course: SCH3U**

**The Overview**

As this unit begins I would like to tell you about the blog assignment for the Chemical Reactions Unit. Since blogging allows for a student-centered course and a deeper interest in the materials I have made a blog an integral part of the course.

**Assignment Description**  
Your assignment is to create and participate in our class blog. You will be required to write one entry related to chemical reactions. You will be responsible for tracking your entry throughout the unit. By tracking I mean that you will be required to pay attention to your post and address any questions and discussions related to your post.

Your post should address how class materials, subjects and lessons are relevant to industry, everyday life and/or technology. You are encouraged to be creative and research using multiple media sources. You post should include an audio, visual or video component.

In addition to posting your own entries, you are required to **actively read other blogs and other students’ entries.** Your active engagement will come in the form commenting on **at least** 3 other blogs.

**Teacher Notes:**

Big Ideas:

***Chemical Reactions***

Chemicals react in predictable ways.

Chemical reactions and their applications have significant implications for society and the environment.

Overall Expectations

A1. demonstrate scientific investigation skills (related to both inquiry and research) in the four areas

of skills (initiating and planning, performing and recording, analysing and interpreting,

and communicating);

C1. analyse chemical reactions used in a variety of applications, and assess their impact on society and the environment;

C2. investigate different types of chemical reactions;

C3. demonstrate an understanding of the different types of chemical reactions.

Specific Expectations:

A1.7 select, organize, and record relevant information on research topics from a variety of appropriate sources, including electronic, print, and/or human sources, using suitable formats and an accepted form of academic documentation

C1.1 analyze, on the basis of research, chemical reactions used in various industrial processes (e.g., pulp and paper production, mining, chemical manufacturing) that can have an impact on the health and safety of local populations [IP, PR, AI, C]

C1.2 assess the effectiveness of some applications of chemical reactions that are used to address social and environmental needs and problems [AI, C]

Blogs as an effective teaching tool:

<http://www.techlearning.com/article/45255>

<http://ineducation.ca/article/investigating-impact-weekly-weblog-assignments-learning-environment-secondary-biology-course>

Implementation:

This project should be introduced at the beginning of the unit so students have time to research the topic that they are interested. When introduced the teacher should give a lesson on using blogging tools such as Tumblr, WordPress, Google Blogger. The blogger of the teachers’ preference can be used, however all students should use the same blogger so that they can post comments. Instructions should be given on:

-what a typical blog looks like?

-how to post written information

-how to upload videos

-how to add in links

Also teacher should provide students with examples either from the teacher or previous years student examples (with the consent of the students). Students can be given 2 weeks to accomplish their blog portion and then another 2 weeks to write their 3 blog responses. The assignment should be finished by the completion of the unit as otherwise it would detract focus from the other units. Also students can be given at least one class period to work on this assignment to accommodate for equity issues. Students should be informed about the resources that the school has to offer such as library computers.

Assessment

Rubric is included below. A major focus is AfL. This blog is meant to encourage students to make connections to classroom materials and world applications. Secondly students will develop research skills and use other forms of media. As such the marks reflect a major emphasis on the links to course material and use of media. Also, for the blog to be an effective teaching tool active engagement in the blog is required. Thus a major part of the marks are dedicated to feedback to blog entries. As per the

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| --- | --- | --- | --- | --- | --- |
|  | Level 1  Blog Marking Scheme | Level 2 | Level 3 | Level 4 |  |
| Knowledge & Application |  |  |  |  |  |
| Relation to a topic discussed in class | Blog was not related to a class topic. | Blog was vaguely related to a class topic. | Blog was somewhat related to a class topic. | Blog was highly related to a class topic. | /8 |
| Relevance of Media Source | Media source is not relevant. | Media source is vaguely relevant. | Media link is somewhat relevant. | Media link is highly relevant. | /8 |
| Communication |  |  |  |  |  |
| Appropriate formatting, spelling and grammar | Blog does not communicate content to the reader. Paragraphing is not evident, contains more than 6 spelling & grammar errors. | Blog lacks clarity, ineffective at communicating content to the reader. Paragraphing is not appropriate, contains between 5-6 spelling & grammar errors. | Blog is acceptable, information modestly effective at communicating content. Appropriate paragraphing evident and contains between 3-4 grammar & spelling errors. | Blog clearly communicates information. Paragraphing is appropriate; blog contains fewer than 2 spelling & grammar errors. | /4 |
| Blog Responses |  |  |  |  |  |
| Thinking |  |  |  |  |  |
| Response to Blog- 1 | Response contained deconstructive criticism, **no** encouragement. | Response contained **little** constructive criticism, encouragement or suggestions. | Response contained **some** constructive criticism, encouragement & suggestions. | Response contained a **high degree** of constructive criticism, encouragement & stimulated discussion. | /4 |
| Response to Blog- 2 | Response contained deconstructive criticism, **no** encouragement. | Response contained **little** constructive criticism, encouragement or suggestions. | Response contained **some** constructive criticism, encouragement & suggestions. | Response contained a **high degree** of constructive criticism, encouragement & stimulated discussion. | /4 |
| Total Mark |  |  |  |  | /36 |

teachers’ discretion, one of the blog responses can be dropped and teacher can mark the best 2 out of 3 to foster AaL.